

The Every Student Succeeds Act (ESSA) requires each state to determine a process for designation of schools most needing support. These supports fall into three categories:

- Comprehensive Support and Improvement (CSI) – Lowest performing five percent of Title I schools and any public high schools with graduation rate below 67%, or public schools with consistently underperforming student groups for 3 years.
- Additional Targeted Support and Improvement (ATSI) – Any public school with one or more student group(s) performing at or below the performance level of students in the lowest 5 percent of Title I schools (i.e. CSI schools).
- Targeted Support and Improvement (TSI) – A public school with one or more consistently underperforming student groups

The purpose of this document is to outline the business rules for identification of these schools.

Section 1: Indicators

ESSA Indicator:	Academic Achievement	Academic Progress	English Language Proficiency/ Progress	Graduation Rate	School Quality & Student Success
	Status	Growth, Non-Proficiency	Progress toward English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism

The ESSA school designations use the same indicators as those for AQuESTT classification (Excellent, Great, Goods, and Needs Support to Improve), with the exception of Science and Science Improvement. For information relating to the calculation of the individual indicators, please see AQuESTT Classification Business Rules document at www.aquestt.com/resources

a. For Achievement (Status), NDE will combine percent proficient for math and ELA for each school, rank from highest to lowest, and select the requisite number of schools based on the designation type.

b. Similarly, the Progress Toward English Language Proficiency indicator will have data showing the percent of students progressing towards proficiency (both full and partial credit). These scores will be ranked, with the requisite number of schools moved to the next stage based on the designation type.

d. For high schools only, 4- and 7-year graduation will be combined as outlined in the AQuESTT Classification business rules. Schools will be ranked from highest to lowest, with the requisite

number of schools moved to the next stage based on the designation type. Note: For CSI, schools with 4-year graduation rates below 67% are automatically selected.

e. Each of the Academic Progress indicators (Growth, Non-Proficiency) have underlying raw data and calculations. These raw calculations will be aggregated, then ranked, with the requisite number of schools moved to the next stage based on the designation type.

f. In the final stage of the designation process, the chronic absenteeism rates for Title I schools will be ranked. The lowest requisite percentages create a cut score for which schools and student groups are compared to. Schools are ranked based on this score, with the requisite number of schools moved to the next stage based on the designation type.

Weighting:

The order of stages in the decision process establishes the weight placed on each indicator and allows the state to prioritize and place much greater weight on the academic indicators in the first and second stages.

The first stage of indicators includes academic achievement in math, academic achievement in English language arts, and progress toward English language proficiency. These achievement and English language proficiency indicators are considered to have equal weight to one another and greater weight than subsequent indicators, as low performance on any of them causes a school to progress to the next stage of differentiation.

For elementary and middle schools, the second stage includes the two measures of academic progress (Growth & Non-Proficiency). These other academic indicators are considered to have equal weight to one another and much greater weight than the subsequent indicator, as low performance on either of them causes a school to progress to the next stage of differentiation. For high schools, the second stage includes 4-year and 7-year graduation rate. Of the two, 4-year graduation rate is considered to carry greater weight (51%), while 7-year will be weighted 49%. Both graduation rate indicators are considered to have much greater weight than the subsequent indicator, as low performance on both of them causes a school to progress to the next stage of differentiation.

Typically, the third and final stage uses a combined score of Nebraska's School Quality and Student Success Indicators: reduction in chronic absenteeism, and science (Science Status & Improvement), and the Evidence Based Analysis. However, based on stakeholder feedback and a change in science assessment, for 2021-22, the SQSS indicator is only Chronic Absenteeism. Since it comes last, this stage carries the least weight while still differentiating between schools that are already low on the academic indicators.

Section 2: Definitions/Clarifications

Title I: Those schools classified as either Title I Schoolwide or Targeted during the school year from which the Status data is derived.

Student Group: For the purposes of federal accountability, student group means students who have identified as:

- English Learners
- Economically Disadvantaged
- American Indian or Alaska Native
- Asian
- Black or African American
- Latinx/Hispanic
- Two or More Races
- Native Hawaiian or Other Pacific Islander
- White
- Students with Disabilities

N-size: In order to be considered for TSI or ATSI, a school must have had at least 10 students in the student group having a valid NSCAS or NSCAS-ACT score for math or English language arts.

The N-size of a TSI/ATSI subgroup only considers students during the current school year, and does not aggregate multiple years like some accountability indicators do (ex. Graduation).

For indicators that require two or more years of data, there must be 10 students in each year under consideration.

Section 3: Designation Filters

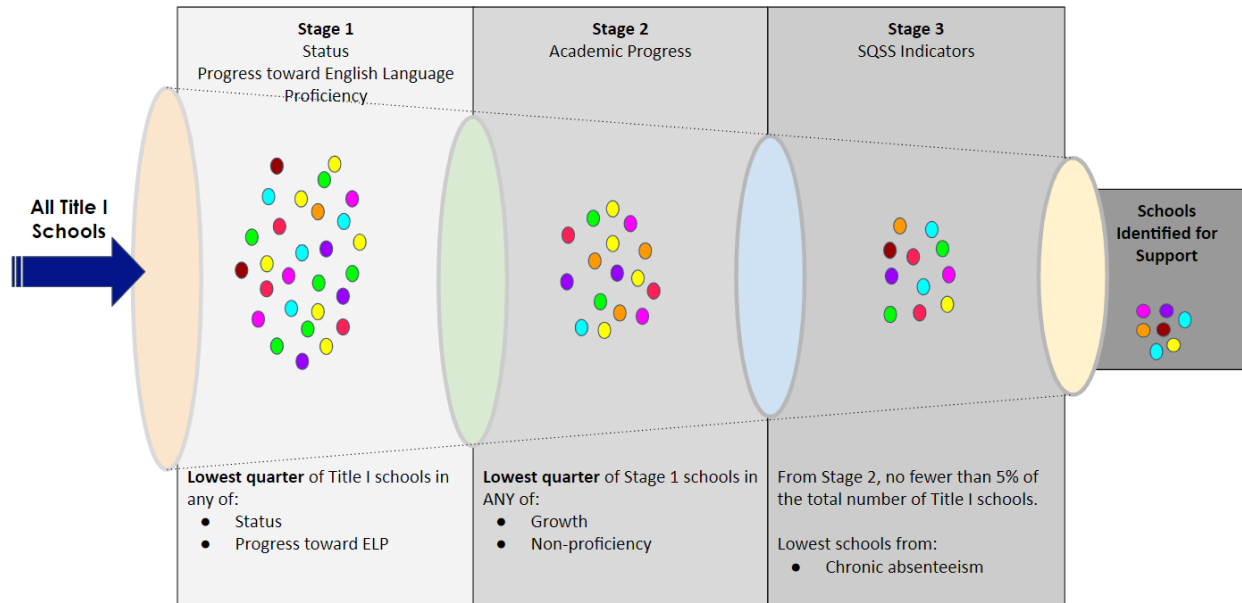
Comprehensive Support and Improvement

Schools will then be designated for Comprehensive Support and Improvement if they meet any one of the three criteria below:

- the school is in the lowest 5 percent of overall performance of Title I schools*, or
- the school has a 4-year cohort graduation rate of less than 67%, or
- has maintained identification as an Additional Targeted Support and Improvement school for three years

*Since AQuESTT classification, by design, does not allow for the ranking of schools, the lowest 5 percent of Title I schools will be identified using all indicators in the AQuESTT system. All Title I schools will be determined using the system below:

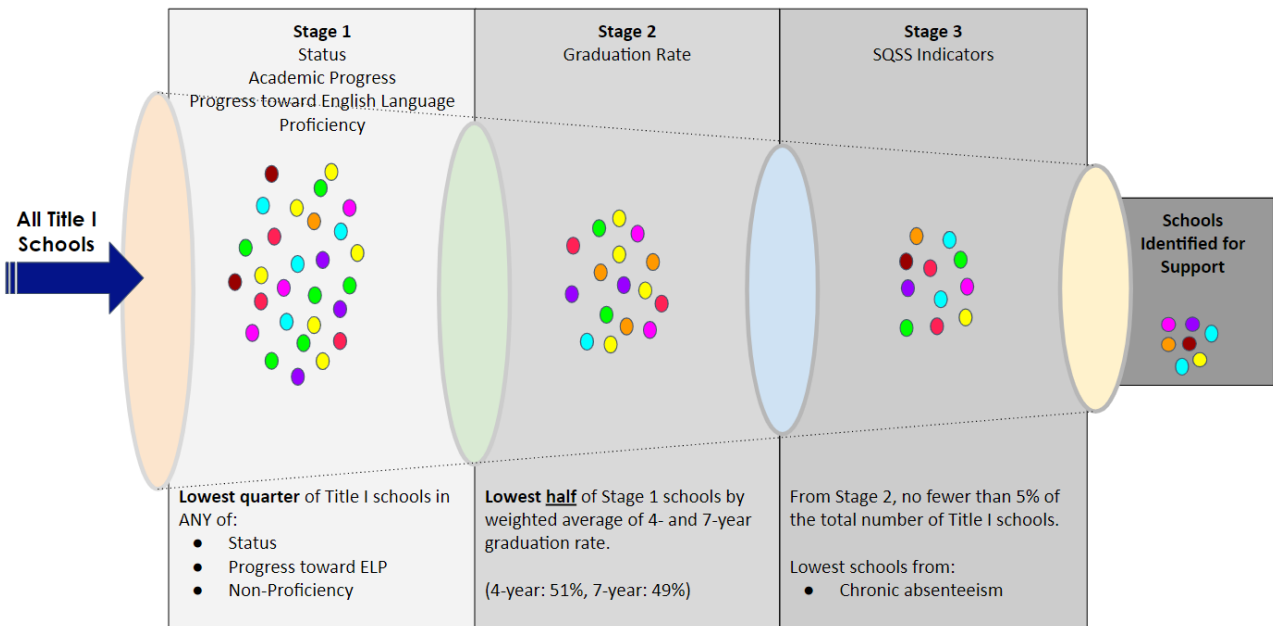
CSI: Title I Elementary and Middle Schools



Cut Points for Indicators (2021-22 Data)

Status	33.46
Progress toward ELP	33.33
Growth	57.35
Non-Proficiency	5.44
SQSS (Chronic Absenteeism)	23.31

CSI: Title I High Schools



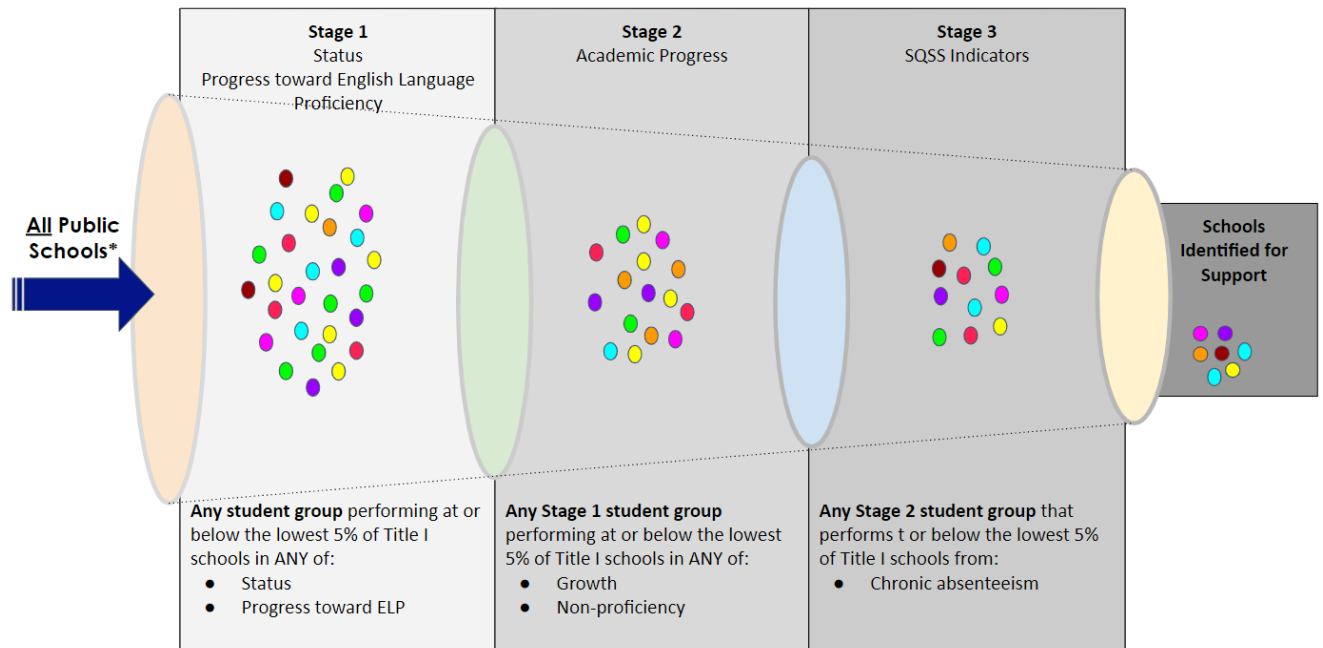
Cut Points for Indicators (2021-22 Data)

Status	10.43
Non-Proficiency	17.26
Progress toward ELP	16.67
Combined Graduation Rate	78.03
SQSS (Chronic Absenteeism)	86.96

Additional Targeted Support and Improvement

Schools that have student groups that would, on their own, be identified for Comprehensive Support and Improvement will be identified for Additional Targeted Support and Improvement. The process by which schools will be identified for Additional Targeted Support will be identified through the following method:

ATSI: Elementary and Middle Schools

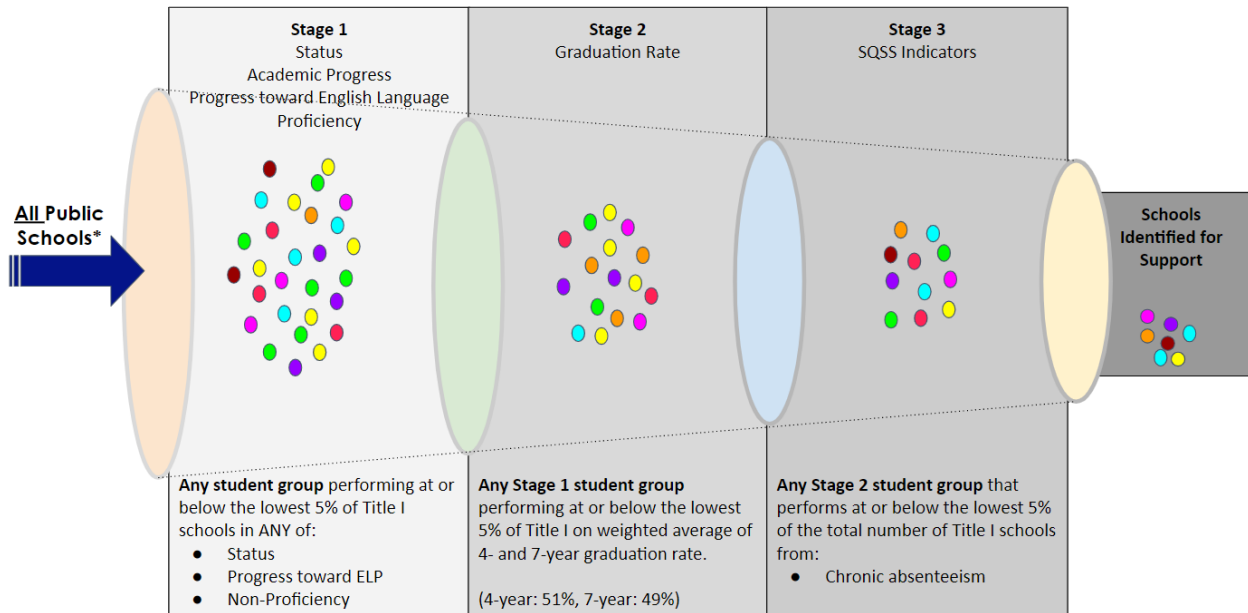


Cut Points for Indicators (2021-22 Data)

These cut points represent the highest indicator score of the Elementary and Middle schools that were designated as CSI in the year they were designated.

Status	32.43
Progress toward ELP	52.82
Growth	72.88
Non-Proficiency	-2.93
SQSS (Chronic Absenteeism)	23.31

ATSI: High Schools



Cut Points for Indicators (2021-22 Data)

These cut points represent the highest indicator score of the High Schools that were designated as CSI in the year they were designated.

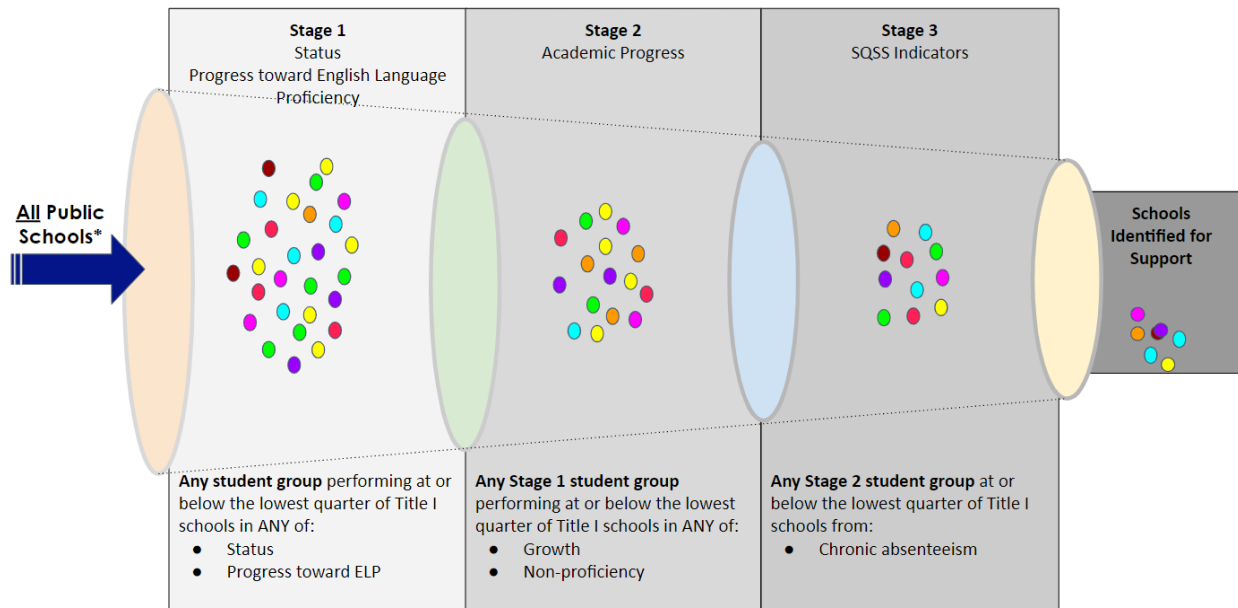
Status	3.13
Non-Proficiency	17.71
Progress toward ELP	0
Combined Graduation Rate	75.12
SQSS (Chronic Absenteeism)	86.96

Schools identified for ATSI in the 2022-23 school year (Cohort 2) have four years to exit this status. If schools do not exit in this timeframe, they will automatically become CSI schools. Cohort 2 schools are eligible to exit every year. ATSI schools in Cohort 1 (those identified in 2019) that do not exit in 2023 will automatically become CSI schools.

Targeted Support and Improvement (TSI)

To identify consistently underperforming student groups, the Nebraska Department of Education plans to use all accountability indicators to identify schools for Targeted Support. Schools will be identified for TSI using the below filter system:

TSI: Elementary and Middle Schools

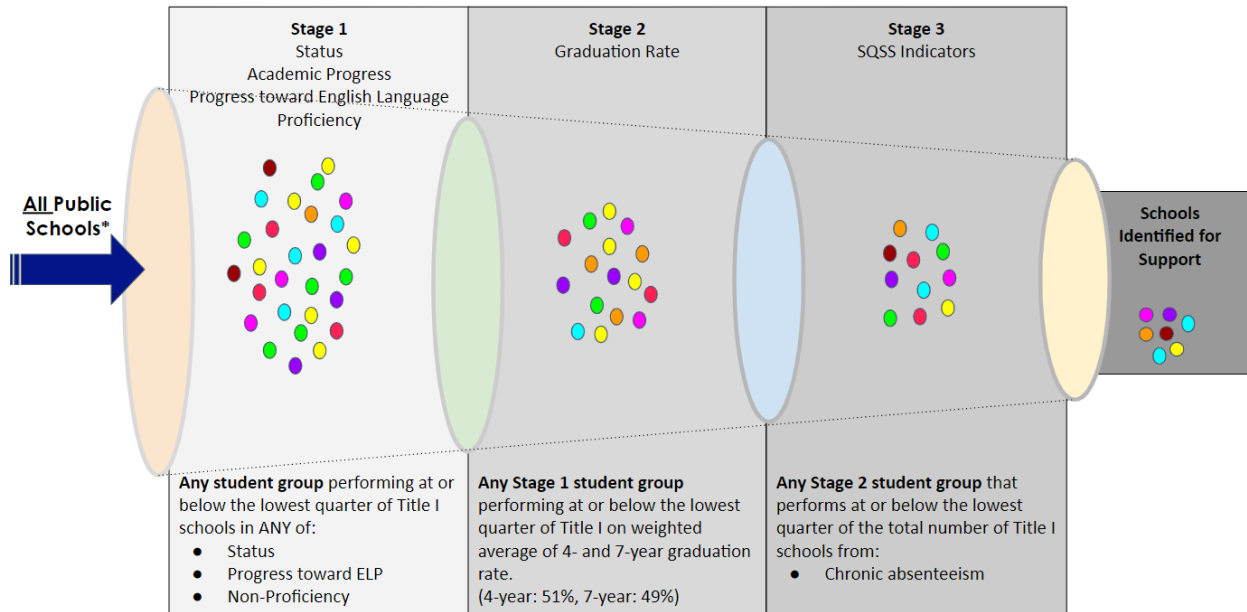


Cut Points for Indicators (2021-22 Data)

These cut points represent the scores of the lowest quarter of Title I Elementary and Middle Schools in the 2021-22 school year. Title I schools are those that are Title I Schoolwide or Targeted in the school year from which the Status indicator data is derived. The lowest quarter is determined for each indicator separately in order to set that indicator’s target score.

Status	33.46
Progress toward ELP	33.33
Growth	61.98
Non-Proficiency	2.96
SQSS (Chronic Absenteeism)	24.06

TSI: High Schools



Cut Points for Indicators (2021-22 Data)

These cut points represent the scores of the lowest quarter of Title I High Schools in the 2021-22 data year.

Status	10.43
Progress toward ELP	16.67
Non-Proficiency	4.82
Combined Graduation Rate	78.03
SQSS (Chronic Absenteeism)	71.15

Section 4: Exit Criteria

Exit criteria mean the conditions under which a school is no longer considered for a designation; these vary for each designation.

Targeted Support and Improvement

- a) TSI is an annual designation. If a school is not re-identified for TSI, then the school is no longer designated at TSI.

Additional Targeted Support and Improvement

Schools designated in Cohort 1 (2019) are eligible for exit next year (2023 classification and designation). If they are not identified for ATSI next year and show sufficient growth, they will exit status.

Beginning with Cohort 2 (2022) of ATSI, schools are eligible to exit *each year* rather than every three years.

- a) Exit criteria
 - i) Demonstrate sufficient growth in identified student group
 - ii) No longer meet ATSI criteria for the current year

If a school was identified for ATSI the previous designation, and no longer has 10 students in that student group, the school automatically exits ATSI designation.

Comprehensive Support and Improvement (Elementary, Middle, and High School)

- a) Not re-identified for CSI
 - i) If a school changes its Title I status while a CSI school, the school is still under consideration for CSI, and the exit criteria applies.
- b) Not in the lowest 10% of Title I schools for Stage I, AND
 - i) Status for Elementary & Middle Schools - 19.33
 - ii) Status for High Schools - 3.13
 - iii) ELP for Elementary & Middle Schools - 23.98
 - iv) ELP For High Schools - 15.80
- c) Made sufficient progress across all indicators.
 - i) To determine sufficient progress, the school year the CSI was identified will be used as a baseline. E.g. 2017-18 data for Cohort 1 of CSI
 - ii) Each indicator score for the current school year will then be compared to the baseline year.
 - iii) The scores on all indicators must have improved from the baseline year.
 - iv) Only indicators that remain consistent between the current year and baseline year will be under consideration.

Comprehensive Support and Improvement (High schools with 4-year graduation rate below 67%):

- i) Must have a graduation rate above 67 percent and
- ii) Have two consecutive years of graduation rate improvement in order to exit such status.
- iii) A school may exit the graduation rate CSI, and still be identified for CSI using the filter.

More Rigorous Option

A school that does not exit the CSI designation within their specified timeframe must pursue a more rigorous option, and can expect the following three choices made in conjunction with the NDE:

- Significant revision to the improvement plan
- A completely new improvement plan
- An alternative administrative structure